Central Washington University
May 5-9 2007
School Counselor Preparation Program

STANDARD 1: PROFESSIONAL EDUCATION ADVISORY BOARD (PEAB)

Operating Procedures, Membership, Meeting Times

The unit has established a PEAB in accordance with WAC, with the requisite membership. There are currently nine voting members on the PEAB, including five appointed by the Washington School Counselor Association, one by the Washington Association of School Administrators, one by the Washington Association of School Principals, and one by the Washington Education Association.

The PEAB has met four times a year. In those meetings, they have discussed a variety of issues, including the need for greater classroom experience for counselor candidates, content of the comprehensive examination, and the professional certificate for ESAs, and PEAB involvement in the selection of candidates.

The PEAB has submitted an annual report with all requisite information in each of the past five years, and has reviewed the program approval standards within the past five years.

Recommended rating: Met

Collaborative Function

PEAB minutes and annual reports, as well as interviews with PEAB members, provided evidence that the program and PEAB have a collaborative relationship. The PEAB has reviewed graduate surveys, placement results, and other data. PEAB members also conduct an exit interview with program graduates that yields first-hand information about program effectiveness.

Minutes and annual reports clearly summarize PEAB recommendations and program responses. Recommendations within the past year have involved alignment of the comprehensive examination with residency requirements, the need for stronger orientation to K-12 schools for candidates who do not have a teaching background, use of the ASCA model, and involvement of the PEAB in assessing applicants. PEAB members describe the program as "very responsive" to PEAB recommendations, and annual reports affirm that the program has made changes as a result of PEAB recommendations.

Recommended rating: Met

STANDARD 2: ACCOUNTABILITY

Learner Expectations

The unit has aligned its counselor preparation course work with the Washington Administrative Code (WAC), the Council for Accreditation of Counseling and Related Educational Programs (CACREP), the American Counseling Association, and the American Psychological Association. A careful review of the syllabi revealed that faculty members within the counseling program completed clear and detailed linkages between the standards and the course objectives. Matrices were designed that demonstrated how candidates were expected to meet the expectations through the completion of various course activities and/or assessments.

Recommended rating: Met

The Assessment System

The unit's Assessment Committee, established in 2001, consists of 27 members who represent the various programs. Included within this committee are two members from the school counseling program.

The school counseling program has created and maintained an effective system that collects various types of data from its candidates. The unit's system charts four transition points for all of its candidates (although it is not clear how Transition IV applies to the counselor program at the current time). Transition I – Admission; Transition II – Completion of pedagogical core and content courses; Transition III – Completion of student teaching/internship experience (graduation); Transition IV – Completion of professional cert/continuing education/NBPTS. In the counselor preparation program, the transitions are assessed in the following ways:

- Transition I – Application, Statement of professional goals, three letters of recommendation, transcripts, Psych 362 and 363
- Transition II – Completion of course work, maintain 3.0 GPA. In addition, the program has adopted an "Assessment of Student Progress" document. This document uses a Likert-type scale and evaluates candidates on academic performance and thesis development, clinical performance, and other professional/personal development.
- Transition III – Must demonstrate their content, pedagogical, and professional knowledge and skills. This accomplished through observations and rubrics that are related to national standards for each field. Additionally, they must complete the internship and thesis.

With the adoption of LiveText, an electronic data management system, in 2003, the unit began the process of developing a system that could aggregate program data for the various programs. Within the counseling program, this adoption process has occurred in

about 40% of the available courses. While the program is primarily using LiveText as a course evaluation tool, there is some limited evidence that the unit is collecting and aggregating data through other means. In each course within the program, candidates are surveyed on how well the course matches with the CACREP requirements. These results are then reviewed at the monthly program meetings. Additionally, during the internship phase of their program, candidates are asked to respond to a survey that assesses their understanding of the counseling profession on 12 professional standards. For the 2006 academic year, data from this instrument was aggregated and provided to various constituencies within the unit for review.

Recommended rating: Met

Use of Data for Program Improvement

While the use of data for program improvement within the counseling program could be expanded, there is evidence that they are using their collected and aggregated data to make changes at the both the course and program level. Like other programs within the unit, the counseling program has adopted LiveText at the course level and individual faculty members report the use of it to examine the efficacy of certain course attributes. While not as pervasive as faculty members foresee it becoming, they have started to use this system to help improve their courses. At the program level, the counseling faculty members meet regularly and share information with each other about needed program changes and/or modifications. For example, in 2003-2004, a number of programmatic changes were considered by the faculty during a retreat as identified by recent program graduates. Upon agreement of these changes, the faculty then presented these changes to the PEAB, which ultimately agreed to the changes proposed.

The program maintains a database of all program completers and regularly surveys them following the completion of the program. This data is then shared at the monthly program meetings and with the PEAB. Additionally, there was also an indication that the program reports the results of this survey back to the alumni respondents. However, the analysis of the survey data at this point remains limited in its scope.

Recommended rating: Met

Positive Impact on Student Learning

Interviews with program faculty, internship supervisors, and current candidates indicated that there is a clear understanding of the counselor's role in helping to facilitate student learning. While this has not typically been a concern of this field, professional standards and requirements are promoting that counselors understand their contribution to student learning. Additionally, in a review of course syllabi, there was a clear indication that faculty members are infusing this aspect of training into the program.

Recommended rating: Met

STANDARD 3: UNIT GOVERNANCE AND RESOURCES

Unit Leadership and Authority

The Center for Teaching and Learning (CTL) is the interdisciplinary organization of the university charged with planning and delivering preparation programs in teaching, school administration, school counseling, and school psychology. Governance is provided through an Executive Board under the leadership of the dean of the College of Education and Professional Studies (CEPS). Membership of the Executive Board includes the deans of the College of Arts and Humanities (CAH) and College of the Sciences (COTS), the CEPS associate dean, and a local school district administrator. The Professional Education Advisory Boards (PEABs), Assessment Committee, and Candidate Scholarship Committee report directly to the Executive Board.

An Advisory Council led by the CEPS associate dean provides overall leadership to the CTL. The work of the Advisory Board is accomplished through seven standing committees in the areas of diversity and equity, undergraduate curriculum, graduate programs, candidate admission/recruitment/retention, P-12 school-based services, educational technology, and faculty development and scholarship. Members of the standing committees make recommendations to the Advisory Council which in turn, carries recommendations forward to the Executive Board.

The CTL includes all fulltime and part time faculty housed in the CEPS, COTS, and CAH who teach courses in professional core or teaching methods. The PEABs, Assessment Committee, Candidate Scholarship Committee and Advisory Council as well as the seven standing committees of the Advisory Council include representation from these colleges. The CTL Policy Manual provides the structure and procedures for governance, general policies, and policies related to faculty, students and curriculum of the CTL. Meeting minutes of committees that maintain them were not recent in some cases, but sufficient to reflect the cohesiveness of the unit.

The guiding conceptual framework for the preparation of school counselors and school psychologists was formally revised in 2006, from the Constructivist model shared with the teaching and education administration programs to the Scientist-Practitioner model. This model was first used in an official capacity as part of the accreditation process for the Department of Psychology, which houses these two programs. Faculty created a document that describes the beliefs, philosophy, themes, and knowledge bases that drive the programs. In addition, faculty in the two programs delineated dispositions, professional and ethical responsibilities, and competencies, which are incorporated into the program structure and delivery.

Unit governance and leadership provided through the CTL is inclusive, well-structured, and responsive to the issues and challenges at hand. Evidence includes organizational and governance charts, the faculty membership roster, meeting minutes, the policy manual, and interviews with CTL committees and university leadership.

Recommended rating: Met

Qualified Faculty and Modeling Best Practices in Teaching

As evidenced by summary charts and vitae, 64% of the 157 CTL faculty members have a doctoral degree, 5% have a master's in fine arts, and 31% have a master's in an area other than fine arts. Faculty who have not earned a doctorate demonstrate exceptional expertise in their areas of assignment, and 102 or 66% have greater than five years teaching experience in higher education. University field supervisors have contemporary professional experiences in school settings. Cooperating teachers who mentor candidates during their student teaching internship must have a minimum of three years of successful teaching experience and hold the appropriate teaching certificate for their classroom assignment according to Office of Field Experience procedures.

Program faculty have a thorough understanding of the content they teach and are teacher scholars who integrate what is known about their content fields, teaching, and learning in their own instructional practice. It is clear from course syllabi and interviews that faculty encourage candidates' development of reflection, critical thinking, problem solving and professional dispositions. Course syllabi and examples of faculty teaching demonstrate best practices in the use of assessments, multiple instructional strategies, and the integration of technology and diversity. Syllabi also clearly reflect the unit's conceptual framework as well as research, theories, and current developments in the field and in teaching.

Evidence of faculty teaching effectiveness is reflected in results of the Student Evaluation of Instruction (SEOI) completed by candidates at the end of each course professional core and content area course. Teaching effectiveness and the use of best practices is also evidenced by interviews with faculty, students and PEAB members, and by the recognition of many faculty members through teaching awards from local, state, and national organizations.

Recommended rating: Met

Modeling Best Practices in Scholarship

Faculty are actively engaged in scholarly work related to teaching, learning and their field of specialization as evidenced by vitae. Faculty in the School Counseling program are involved in inquiry and different types of scholarly work through publications and presentations at local, state, and national professional conferences.

Recommended rating: Met

Modeling Best Practices in Service

Service to the college, university, P-12 schools, the community, and local, regional and national organizations is provided by faculty through a broad range of activities as documented by vitae. Faculty are actively involved with the professional world of

practice in P-12 schools, in professional associations, and they provide education-related services at local, state, and national levels.

Recommended rating: Met

Experience working with Diverse Faculty

The CTL unit represents about 39% of the total faculty of the university. Of these, 16 or about 10% of the total faculty are of diverse ethnicity. Updated ethnicity and gender of the 157 unit faculty members as reported on the *CTL Faculty Summary by Ethnicity* exhibit and the *CTL Faculty Membership* exhibit are provided below.

Initial Programs 57	1 American Indian or Alaskan Native 1 Black, non-Hispanic 49 White, non-Hispanic 6 Not Reported
	35 Female 22 Male
Both Initial Programs and Advanced Programs 82	2 American Indian or Alaskan Native 3 Asian or Pacific Islander 4 Black, non-Hispanic 3 Hispanic 58 White, non-Hispanic 1 International/Non-resident Alien 1 Unknown 10 Not Reported
	34 Female 48 Male
Advanced Programs 16	1 American Indian or Alaskan Native 14 White, non-Hispanic 1 Not Reported
	7 Female 9 Male
Administration 2	1 White, non-Hispanic 1 Unknown
	2 Female

The CTL recognizes the importance of ensuring that candidates have the opportunity to interact with higher education faculty representing diverse populations, and also that the unit faces challenges in the area of diversity. This recognition is very apparent through the work of the Diversity and Equity Committee that in 2004, developed a series of recommendations for increasing recruitment and access within the document *Heeding the Call to Action – Taking the Initiative: Walking the Talk*. A related recommendation includes the initiation of departmental faculty outreach that would utilize connections of current faculty of color through their wide-ranging networks. There was no evidence of an explicit plan to ensure candidates interact with higher education or school faculty.

The unit uses the *Best Practices* of the university in its faculty recruitment, selection and retention efforts. These guidelines support the encouragement of diverse applicants, and applicants with experience working with students from diverse backgrounds and in mentoring women, minorities, students with disabilities, or other under-represented groups.

Recommended rating: Met

<u>*Experience Working with Diverse Candidates*</u>

The region of Kittitas County is predominantly White, non-Hispanic (93.7 %). White non-Hispanic population of each geographical area served by the university is 51.3% in Eastern Washington, and 63.3% in Western Washington. As such, candidates who complete their preparation program through off-campus university centers in Des Moines, Lynnwood, Moses Lake, Pierce County, Wenatchee and Yakima are more likely to encounter candidates of color or ethnic diversity than those who complete their program at the Ellensburg main campus.

Diversity representation of candidates in advanced programs of teacher education and other school personnel in 2005-2006 is less than that of the university overall, with an identified White, non-Hispanic representation of 84.2% and 77.9%, respectively. Comparison data with the state and public school populations is consistent with that of the university and CTL candidate population.

The CTL recognizes the importance of ensuring that candidates have the opportunity to interact with other candidates representing diverse populations, and also that the unit faces challenges in the area of diversity. This recognition is very apparent through the work of the Diversity and Equity Committee that in 2004, developed a series of recommendations for increasing recruitment and access within the document *Heeding the Call to Action – Taking the Initiative: Walking the Talk*. A number of recommendations include exciting and creative strategies that would support the interaction of candidates with other candidates of diverse populations however there is no evidence of an explicit plan.

There is evidence that when possible, course instructors provide opportunities for candidates to interact with each other to learn about their respective contributions to diversity.

Recommended rating: Met

<u>*Experience Working with Diverse Students in P-12 Schools*</u>

Aggregated data for the period of 2003-2006 indicate that 76% of advanced program internship placements were made in the six most diverse school districts of the placement region. There was a variance between the exhibits on *District Diversity Data* for the aggregate three year period and for each of the three years, reporting that the 51 districts

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in which advanced program interns were placed had a White, non-Hispanic population of 61.2% and 55.2%, respectively. However it is clear that non-minority representation of placement districts overall, is less than that of the 70.7% at the state level. There is no guarantee that candidates in the teacher preparation program will have a diverse field experience.

The CTL recognizes the importance of ensuring that candidates have the opportunity to interact with P-12 students representing diverse populations. This recognition is very apparent through the work of the Diversity and Equity Committee that in 2004, developed recommendations for infusing cultural competence into the professional sequence within the document *Heeding the Call to Action – Taking the Initiative: Walking the Talk*. One component addresses field-based diversity experiences however there is no evidence of an explicit plan to include field experiences in settings with exceptional populations and students from different ethnic, racial, gender and socioeconomic groups.

Recommended rating: Met

Collaboration

The organizational structure of the CTL facilitates a strong culture of collaboration between and among faculty in professional education, faculty in academic departments across the university, and colleagues in P-12 schools. As indicated under the *Unit Leadership and Authority* element these groups are broadly represented within the unit. It is apparent from interviews with faculty members and CTL committees that faculty are engaged as a community of learners in support of the conceptual framework and scholarship. There are multiple examples of collaborative efforts between CTL faculty, candidates and P-12 schools, including activities that involve the greater community. Professional development offered through the Educational Technology Center (ETC) is available to members of the CTL, the greater university community and colleagues in P-12 schools.

Recommended rating: Met

Unit Budget

The budget for the preparation of professional educators has increased more than 24% over the past six years, from $2,943,714 in FY 2000-2001 to $3,663,064 in FY 2005-2006. CTL budget allocations have been consistently proportional to those of other units of the university during this timeframe as exemplified in FY 2005-2006, when the unit budget was 10.4% of the Academic Affairs budget and 4.8% of the overall University budget.

The budget is sufficient to support ongoing unit operations and programs that prepare candidates to meet standards as evidenced by published documents and interviews with the CTL unit and university leadership. Funds are allocated for personnel, instruction,

curriculum materials, technology, and professional development. External grants from public and private agencies average about $1.25 million annually over the past four years.

Recommended rating: Met

<u>*Personnel*</u>

In March of 2006, the university Board of Trustees approved the first collective bargaining agreement between the United Faculty of Central and Central Washington University. Conditions with respect to faculty appointments, performance evaluations, working conditions and workload are delineated therein.

Workload policies including on-line course delivery, allow faculty members to be effectively engaged in teaching, scholarship, assessment, advisement, collaborative work in P-12 schools, and service. Normally, faculty workload consists of a balance of teaching, scholarship and service. Tenured and tenure-track faculty are responsible for 45 workload units per academic year, with one unit equal to the equivalent of one contact hour of teaching, or equivalent scholarship or service effort. A total of 101, or 63% of the faculty involved in educator preparation programs hold tenure or tenure-track positions. The remaining 56 are fulltime non-tenure track or part time adjuncts.

The unit makes appropriate use of fulltime and part-time clinical faculty and graduate assistants so that program coherence and integrity are assured. Of the 32 faculty members involved in field supervision during 2006-2007, six are fulltime tenure-track, one is fulltime non-tenure track, four are on one-year contracts and 21 are part time adjuncts. There are 38 graduate assistants assigned to educator preparation programs across the colleges of the unit. A total of 12.75 FTE staff members provided support to the CEPS, each with specific roles and assignments. Additional support staff in other colleges of the CTL unit are part of a larger department and provide support to the CTL unit personnel as needed.

The unit provides adequate resources and opportunities for professional development of faculty, including training in the use of technology. Funding for professional development in the amount of $700 per year is made available by the Provost, and the Graduate School provides $300 in matching funds to individuals whose application meets specific criteria. The deans of the three colleges that comprise the CTL provide $300 in support for travel and expenses related to professional development. Professional development offered through the Educational Technology Center (ETC) is available to members of the CTL, the greater university community and colleagues in P-12 schools.

As evidenced by faculty workload policies, the use of graduate assistants and certification responsibilities assigned to staff, candidates in educator programs are appropriately advised of course, program, and certification requirements. Certification records are maintained in a systematic manner.

Recommended rating: Met

Unit Facilities

The CTL unit maintains outstanding facilities on campus and at the six University Centers located off-campus in partnership with community colleges. Black Hall, the home of the CEPS, was extensively renovated in 1998 and comprises 105,000 square feet of floors space designed to meet the professional education needs of candidates, faculty and the community. The standard faculty office is 140 square feet equipped with ergonomically designed furnishings and voice, data and video connectivity. Candidates in professional education programs also use Hogue Technology, Michaelson Hall, and the Science Building.

As evidenced by tours of the campus, buildings, workspaces, classrooms including distance education facilities, and virtual tours of the University Centers it is clear that the unit provides exemplary facilities in support of all professional education programs.

Recommended rating: Exemplary

Unit Resources Including Technology

The university provides an array of services and resources to candidates through units such as the Academic Advising Center, Student Health and Counseling Center, and Career Services. University facilities are well-equipped with technology and communication equipment with over 20 computer labs located across campus. Labs are maintained by the respective colleges in which they are located, and lab assistants are available in each area to assist candidates as needed. Classrooms are furnished with equipment that facilitates group work in a variety of special arrangements. Academic technology and administrative computing services are provided through units of the university.

The Brooks Library and the Education Technology Center (ETC) provide resources that are adequate in scope, breadth, currency and multiple perspectives. Users have 7/24 Internet access to library collections, which exceed 1.3 million volumes, films, government documents, maps, audio recordings, videos and DVDs. Library services are provided to university departments through liaisons, including to faculty and candidates at off-campus University Centers.

Of note is the ETC state-of-the-art facility open to all university faculty, staff and students in Black Hall. The ETC was established in 1998 with resources previously housed in the Brooks Library. The ETC provides instructional technology leadership, workshops and resources to faculty, staff, candidates and P-12 schools associated with professional education programs. As evidenced by a tour of the facility the ETC is a dynamic, interactive, and supportive learning center.

Recommended rating: Met

Unit Evaluation of Professional Education Faculty Performance

The unit conducts systematic and comprehensive evaluations of faculty teaching performance. Policies on retention, promotion and tenure may be found within the collective bargaining unit agreement, and each college with representation in the CTL unit. Evaluations are used to improve teaching, scholarship and service of the faculty. The unit provides adequate resources and opportunities for professional development of faculty, including training in the use of technology. Funding for professional development in the amount of $700 per year is made available by the Provost, and the Graduate School provides $300 in matching funds to individuals whose application meets specific criteria. The deans of the three colleges that comprise the CTL provide $300 in support for travel and expenses related to professional development. Professional development offered through the Educational Technology Center (ETC) is also available to members of the CTL, the greater university community and colleagues in P-12 school

Recommended rating: Met

STANDARD 4: PROGRAM DESIGN

The Conceptual Framework

The Conceptual Framework for the School Counseling Program is clearly defined and stated in various sources. Initially the counseling program's CF fell under the guidance of the CF in professional education. However, in the late 90s faculty began to conceptualize their program in terms of the "philosophy of practitioner as scientist," which has now been formally adopted as the "Scientist-Practitioner Model." The CF is stated in the brochure, catalogue, student handbook, and in class syllabi. The mission of the School Counseling Program is to graduate candidates who "understand the importance of professional standards, collaborating with parents and other school officials, life-long learning, and professional literature and professional organizations.

Recommended rating: Met

Recruitment, Admission, and Retention

The unit's admission practices are described clearly and consistently in publications, and decisions about candidate performance are based on multiple assessments made at admission, transition points, and program completion. Admission to the program is based on candidates' prior academic record, GRE scores, recommendations, and a statement of professional objectives. Once in the program the decisions about candidates' performance are based on multiple assessments.

Students begin practica in the second quarter of their coursework, for which they are evaluated on a "five-point Likert type" scale. The faculty evaluates the candidates on these facets for all three quarter during the first year. For completion of the program candidates must provided a formal defense of their thesis, pass a comprehensive exam, and sit for an oral interview commended by the university's PEAB

During interviews, candidates confirmed that they have access to student services such as Academic Advising, Student Health/Counseling Center, and Career Services.

Recommended rating: Met

Learner Expectations

The unit clearly articulates the proficiencies that candidates are expected to develop during their professional program. These are stated in the course syllabi, the catalogue and by faculty. Specific requirements are stated in course syllabus.

Recommended rating: Met

Field Experiences and Clinical Practices

The school and unit share and integrate resources and expertise to support candidates' learning in field experiences and clinical practices. The Internship Coordinator works with the candidate to plan the internship experience that will meet both objectives of the internship and the individual training needs and professional goals. The Internship Coordinator will be responsible in identifying types and locations of settings/placements. The idea remains that all candidates will participate in field experiences with students with exceptional needs and from those of diverse backgrounds. Exit from the counseling internship involves a total 400 hours served and a formal evaluation from two or three supervisors. Candidates are also required to sit for a comprehensive exam that parallels the standards outlined in the WAC 181-78A-270.

Recommended rating: Met

Entry and Exit Criteria

The entry and exit criteria for candidates in clinical practice are well publicized in student handbooks, brochures and course syllabi. The Student Handbook also clearly states the regulations that must be followed.

In interviews with candidates it was clear that all parties were aware of the entry and exit criteria for clinical practice: defense of thesis, passing of comprehensive exam, and oral interviews with PEAB.

Recommended rating: Met

Collaboration with P-12 Schools

Faculty in the school counseling program are actively involved with the professional world of practice in the P-12 schools in two primary ways. First, candidates' practica and internships require the program to work closely with P-12 personnel to plan, supervise, and evaluate these field experiences. In addition, program faculty work closely with the PEA, to evaluate and improve the program. PEAB members interviewed reported making numerous recommendations to the program, and indicated that the program was very responsive to these recommendations.

Recommended rating: Met

Regionally Accredited Degrees

All candidates hold upon their completion a baccalaureate degree and a Master's degree from a regionally accredited college or university.

Recommended rating: Met

STANDARD V: KNOWLEDGE AND SKILLS

Note: This narrative applies to all the benchmarks listed below.

The school counselor program at Central Washington University has been designed to meet state standards and the ASCA (American School Counselor Association) model, as well as to implement the program's conceptual framework that sees counselors as "scientist-practitioners." There were also several references in program documentation to national CACREP standards, although it was not clear how these standards fit into the program's framework.

The program has identified the courses in which these standards are met and has developed course assessments linked to the standards. Review of course syllabi verified that the alignment was in place. Each state standard receives "primary coverage" in at least one course (but more typically 3-4 courses), as well as "secondary coverage" in others. For example, state standard 5 (equity, fairness, and diversity) is considered to have major coverage in four courses plus additional coverage in four others.

The targeted assessments involve a combination of theory and research based projects (such as the counseling theory paper in PSY 560) and task-based projects (such as the behavior modification project in PSYY 551 and the multiaxial evaluation report in PSY 584). These assessments use a uniform rubric.

The program has adopted an "Assessment of Student Progress" that evaluates candidates on academic performance and thesis development, clinical performance, and other professional/personal development. Other major assessment strategies include an internship evaluation process (faculty/supervisor evaluation and candidate self-evaluation) that is fully aligned with the state standards and benchmarks for school counseling, as well as a final thesis and comprehensive examination. Additionally, candidates must participate in an oral interview by PEAB members.

Perceptions of those involved with the program are highly positive. Interviews with candidates, supervisors, and graduates indicate that other school counselor candidates have adequate content and professional knowledge, and are well-prepared to work in school settings. A recent survey of 44 counseling alumni indicated the 100 percent agreement that the program resulted in increased knowledge. Clinical performance data from 2006 showed that of 11 candidates, four received "satisfactory" ratings while seven received "superior" ratings.

Although the program has developed a cohesive system for assessing candidate achievement of standards, the system is not yet fully implemented to the point where aggregated data are consistently available. The small size of the program, combined with the number of faculty, supervisors, and school personnel who administer aligned assessments, provides reasonable confidence that candidates are gaining the necessary knowledge and skills. However, more systematic and consistent aggregation of

assessment data will, over time, provide even stronger evidence and a more sophisticated understanding of program effectiveness.

School counseling and student competencies

Recommended rating: Met

Human growth and development

Recommended rating: Met

Counseling theories and technique

Recommended rating: Met

Equity, fairness, and diversity

Recommended rating: Met

School climate

Recommended rating: Met

Collaboration with school staff, family, and community

Recommended rating: Met

Information resources and technology

Recommended rating: Met

Student assessment and program evaluation

Recommended rating: Met

Leadership and advocacy

Recommended rating: Met

Professionalism, ethics, and legal mandates

Recommended rating: Met

Reflective practice

Recommended rating: Met